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ABSTRACT

The purpose of this study was to determine which activities conducted in Florida secondary schools may have contributed to the reduction of sex stereotyping in selected vocational programs. Twenty-one secondary schools that appeared to have been the most succesful in achieving nontraditional enrollments and the 21 schools in the state reflecting the lowest nontraditional enrollment patterns were selected for study. Person-to-person interviews were conducted separately with principals, counselors, teachers, and students in each school. In addition, assessment forms were completed to determine the frequency with which the identified schools engaged in specific activities related to the reduction of sex stereotyping. Six activities received the highest percentage of yes responses from the schools identified as most successful in reducing sex stereotyping: (1) textbooks and teaching materials revised to eliminate sex bias, (2) student handbook revised to eliminate sex bias, (3) facilities adapted to both sexes, (4) vocational student organizations considered to be an important part of curriculum, (5) course recruitment, and (6) unbiased teaching. (LRA)

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ED201758

Final Report

Project No. DVE 0-1D11 132

From July 1, 1979 to June 30, 1980

by

Dr. William J. Becker
Dr. Jacquelyn M. Cole

Reduction of Sex Stereotyping in Vocational Education Programs

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Abstract of the Final Report

PROJECT TITLE:	Reduction of Sex Stereotyping in Vocational Education Programs
ORGANIZATION:	University of Florida
PROJECT DIRECTOR:	Dr. William J. Becker
EXPENDITURES:	$25,368
DURATION OF PROJECT:	July 1, 1979 -- June 30, 1980
PROJECT NUMBER:	0-1D11

PROBLEM

The purpose of this study was to determine which activities conducted in Florida secondary schools may have contributed to the reduction of sex stereotyping in selected vocational programs.

OBJECTIVES

In order to achieve the purpose, the following objectives were addressed:

1. To determine the frequency with which the identified schools engaged in specific activities related to the reduction of sex stereotyping in vocational education programs.
2. To determine whether or not there was a significant difference in frequency of activities between schools identified as most successful and least successful in reducing sex stereotyping in vocational education programs.

PROCEDURES AND RESULTS

This study was conducted at the University of Florida using two groups selected from a total population of Florida secondary schools offering vocational education programs in five program areas: Agriculture, Home Economics, Business, Trade and Industry, and Health Occupations. In order to select the two groups, an analysis was made of male and female enrollment figures, by school, in the five program areas. The twenty-one schools who appeared to have been the most successful in achieving non-traditional enrollments were labled Group A, and the twenty-one schools in the state reflecting the lowest non-traditional enrollment patterns became Group B.

Person-to-person interviews were conducted separately with principals, counselors, teachers and students in each of the schools in Groups A and B. Following the interviews, assessment forms were completed to determine the frequency with which the identified schools engaged in specific activities related to the reduction of sex stereotyping in vocational education programs. A chi square analysis was then calculated for each item in order to identify those activities on which the two groups differed significantly. The results indicated a higher correlation or relationship between fifteen of the activities and the level of sex stereotyping in the programs examined in this study.

Final Report

Project No. DVE 0-1D11

From July 1, 1979 to June 30, 1980

Reduction of Sex Stereotyping in Vocational Education Programs

Department of Agricultural and
Extension Education
305 Rolfs Hall
University of Florida
Gainesville, Florida

Dr. William J. Becker
Project Director

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

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ABSTRACT

The purpose of this study was to determine which activities conducted in Florida secondary schools may have contributed to the reduction of sex stereotyping in selected vocational programs.

In order to achieve the purpose, the following objectives were addressed:

1. To determine the frequency with which the identified schools engaged in specific activities related to the reduction of sex stereotyping in vocational education programs.

2. To determine whether or not there was a significant difference in frequency of activities between schools identified as most successful and least successful in reducing sex stereotyping in vocational education programs.

This study was conducted at the University of Florida using two groups selected from a total population of Florida secondary schools offering vocational education programs in five program areas: Agriculture, Home Economics, Business, Trade and Industry, and Health Occupations. In order to select the two groups, an analysis was made of male and female enrollment figures, by school, in the five program areas. The twenty-one schools who appeared to have been the most successful in achieving nontraditional enrollments were labled Group A, and the twenty-one schools in the state reflecting the lowest nontraditional enrollment patterns became Group B.

Person-to-person interviews were conducted separately with principals, counselors, teachers and students in each of the schools in GroupsA and B. Following the interviews, assessment forms were completed to determine the frequency with which the identified schools engaged in specific activities related to the reduction of sex stereotyping in vocational education programs. A chi square analysis was then calculated for each item in order to identify those activities on which the two groups differed significantly. The results indicated a high correlation or relationship between fifteen of the activities and the level of sex stereotyping in the programs examined in this study.

Recommendations for further action included:

1. Develop training materials and coordinate workshops for school and community based role groups (e.g. teachers, counselors, administrators, students, advisory councils, labor unions, employers) to address recruitment and retention of non-traditional students for vocational education programs.

2. Develop community support systems for placement of non-traditional students in occupations for which they trained.

3. Conduct further research to identify other factors in the school and community which may influence equity practices.

4. Replicate this study using a randomly selected sample of schools offering vocational education programs in order to further validate the findings of this research.

INTRODUCTION

Review of the Literature

In the past ten years the presence of and debilitating effects of sex role stereotyping have been frequently discussed and brought to the public's attention. However, few people realize how deeply ingrained these stereotypes are in society. Recognizing that stereotyping roles exist does very little to eliminate them, for they are maintained in so many discrete ways. They are learned at an early age and are reinforced throughout life. Most people have few opportunities to unlearn the stereotypes, and individuals are often ridiculed for resisting them or for acting "inappropriately."

Socialization forces have worked to push both men and women into narrowly defined roles. For example, men have been taught to pursue success and achievement through their jobs, thus preventing greater male participation in the home and family. Society has molded the work structure such that men are considered the primary breadwinners. Almost half of all families can be described as two-paycheck families; however, it is still assumed that men are free of family responsibilities and are able to give almost exclusive priority to their jobs (Couch, 1980). As they become more involved in the pursuit of success, they have less opportunity to become equal partners in the home (Keller, 1980).

Research (Pleck, 1979) supports the fact that men do very little work in the home; however, changing roles and responsibilities is still both desirable and possible. A basic premise of the changing role perspective is that adopting more egalitarian roles in the home is beneficial to men, women, children, families and society (Couch, 1980). Sex role stereotyping encourages men to pursue careers but may deprive them of other alternatives, such as the opportunity for cultivating marriage and family relationships.

Sex role stereotyping has particularly affected the career opportunities of women. The basic socialization forces have pushed women into a very restricted vision of their role, including a narrow range of suitable occupational choices. This is evidenced by the fact that in 1974, over a quarter of all women were employed in just five occupations: secretary, elementary school teacher, retail sales clerk, bookkeeper, and waitress. Socialization processes and negative attitudes continue to channel women into low-status, low-paying occupations at a time when they could do much better (Steiger, 1974, Farmer and Backer, 1977; Farmer, 1978).

Research (Georgia Department of Education, 1979) shows that there are few basic differences in job related abilities between males and females. The few differences which have been found do not seem to be important enough to make persons of one sex consistently better suited for particular jobs than persons of the other. Although most males are stronger than most females and may be better able to do jobs requiring great physical strength, the number of these jobs is rapidly decreasing. Most of the 35,000 occupations in today's work force can be done by either females or males (Georgia Department of Education, 1979). The National Planning Association estimates that in 1980, 20.1 million job openings will occur in primarily traditionally male occupations for which high schools offer vocational courses with entry-level preparation (Roby, 1975). Based on past enrollments in vocational education, however, little effort is being made to guide women into these career opportunities (Trecker, 1973; "Employment Trends", 1975; Allen, 1976).

Women make up 55 percent of the 11.6 million students enrolled in federally funded vocational education programs and two-thirds of all secondary vocational enrollments; however, they are heavily concentrated in home economics, business, and health occupations (Allen, 1976). Few women are represented in trade, industrial and technical education. In trade and industrial occupations, they make up less than 12 percent of total enrollments and then they are concentrated in traditional female fields such as cosmotology, textile production and fabrication, commercial and graphic arts, public services, and supervisory trainings (U.S. Department of HEW, 1977).

Steiger and Cooper (1975), in duscussing the shortcomings of vocational education training for women, indict the schools for being slower than the larger society at adapting to changes:

> Perhaps more serious than the immediate failings of women's vocational classes is the extent to which schools in general tend to inculcate stereotyped images of women and work. Textbooks, course offerings, guidance counseling systems and the personal attitudes conveyed by many teachers combine, sometimes subtly and sometimes

> bluntly, to perpetuate restrictive images of the women's proper role, on the job and elsewhere. In this respect the schools only reflect what have been the predominate attitudes of U.S. society as a whole, but the schools appear to be changing more slowly than the society at large. And the failure of the educational system to adapt to new realities is particularly serious because of the central role assigned to schools in the socialization of both men and women. If students emerge from school handicapped by outmoded attitudes, perceptions and training, they will find that society offers them little opportunity to change in their adult lives (p. 12)

Sex bias does not have to be blatant or malicious before it can be damaging. There are two kinds of barriers which perpetuate occupational sex segregation in vocational education curricula. The first is the obvious kind and includes such things as promotional brochures and instructional materials geared to one sex only; availability of physical facilities (dorms, restrooms, etc.) for only men or only women; instructional staff composed primarily of one sex only; or admission requirements which strongly favor one sex or the other. The other kind of barrier is more subtle and is often difficult to detect. The subtle and pervasive stereotypic expectations of what is "appropriate" sex role behavior for girls and boys can be a powerfully negative force which limits the opportunities and, therefore, the growth of students. Ability to recognize these attitudes, to see how they may be expressed in actions, and to clarify the difference between public responsibilities and private opinions, along with the elimination of overt barriers, will make a great deal of difference to the success of men and women who enter training in non-traditional programs (Vetter, Burkhardt, and Sechler, 1978).

Those with the greatest potential impact on personnel, program practices, and policies are at the leadership level. If change is to occur, those in leadership positions must be ready and willing to initiate change themselves (Allen, 1976; Verheyden-Hilliard, 1977). As emphasized by research (Allen, 1976), administrators should be willing to participate in the in-service training programs they develop for their staff. The participation in such programs by the administrators indicates to the staff that the administrator takes the issue of sex stereotyping seriously. Whether the inservice training be two or twenty hours, it should contain two elements. First administrators and teachers should be given information on the nature and impact of sex stereotyping and sex bias. Second, they should be given some opportunity to discuss and should share their reactions to the information received. Administrators who encourage men and women to develop

all of their skills and interests and see no differences in staff based on the sex of the teacher help to create a positive environment of sex equity.

Counselors also can provide critical intervention services supporting sex fair education, or they can remain gatekeepers of the status quo. Research indicates that counselor preparation and practice are perceived to be, with few notable exceptions, sexist and discriminatory. As a result, counselors tend to have opinions about what is or is not a appropriate career option for a student, based on the student's sex (VerHeyden-Hilliard, 1979). Thus, counselors need to become more aware of their own personal level of commitment to and understanding of sex equity.

Biases, both subtle and flagrant, in instructional materials shape the attitudes of students at all grade levels. The exclusion of women from pictorial materials, the stereotyped discription of those who do appear, and the liguistic conventions of the texts show how supposedly objective school texts subtly encourage female students to pursue their traditional roles - the home, silence, and subjection (Trecker, 1973). When biased materials are used without explanation of the biases, it implies approval of the content and focus (Douglas, 1979). As biases are acknowledged, explained, and eliminated, schools can provide a more rounded and equitable education, and students will be free to choose careers and lifestyles that are not stereotyped. Students are entitled to curricula designed to foster rather than limit expansion of options (Verheyden-Hilliard, 1979).

Removal of bias in vocational education goes beyond a simply revision of textbooks and materials. It requires new ways of thinking about the needs of women and revisions in thinking about their capacities. School programs need to be evaluated from the point of view of female as well as male needs, and the supposition should not automatically be made that these are one and the same (Trecker, 1973).

Sex stereotyping is both a partial result of the socialization process and a continuation of it. It would be a mistake to place the burden of eliminating sex bias in job training solely on the shoulders of vocational administrators, teachers, counselors, parents and students (National Center for Research in Vocational Education, 1978). While society has been slow to move away from the idea of the traditional roles of men and women, industry has been taking the lead in providing equal opportunity in all jobs and at all levels of responsibility and salary; however, considerable support is still needed from educational institutions (Hall, 1973).

In terms of legislation, that affecting women's employment has a short history (1963 - 1980). Seventeen years ago the first federal

law affecting women's work was enacted. In the intervening years, however, many laws have been either enacted or amended to help women gain equal rights in the work place, in schools and in the marketplace. Laws affecting equal employment rights include the following:

The Equal Pay Act of 1963. The Equal Pay Act of 1963 was the first federal law against sex discrimination in employment. Provisions of this act state that employers may not discriminate between employees on the basis of sex. Employers are required to pay the same wages for equal work on jobs which require equal skills, effort, and responsibility, and which are performed under similar working conditions.

Title VII of the Civil Rights Act of 1964. This is another law designed to protect equal employment rights of women. Under this law no employer may refuse to hire or may discharge anyone or discriminate against anyone with respect to compensation, terms, conditions, or privilages of employment, because of such individuals' race, color, religion, sex or national origin. Employers are required to recruit,train, and promote individuals on an equal basis. This act was later amended by the Equal Opportunity Act of 1972.

Executive Order 11246. Under this order, Federal contractors or subcontractors and employees on federally assisted construction contracts are prohibited from employment discrimination based on sex, race, color, religion or national origin. Contractors must take affirmative action in areas such as recruitment, and recruitment advertising; hiring and upgrading; demotion or transfer; layoff or termination rates of pay or other compensation; and selection for training, including apprenticeship.

Public Law 95-555. Public Law 95-555 was amended to Title VII to ban discrimination based on pregnancy. This law provides for maternity leave. Federal contractors must

grant reasonable leave of absence for child bearing.

Public Law 95-555 does not require employers to start new programs or to give special treatment to pregnant employees. It just requires that women affected by pregnancy, childbirth, and related conditions receive equal treatment and benefits.

The Comprehensive Employment and Training Act (CETA) of 1973. CETA was designed to prepare individuals for employment through a variety of training and apprenticeship programs. This act has been amended to target jobs and training for disadvantaged women, single parents, displaced homemakers, and to provide funds for research on flex-time and part-time work.

Women's Educational Equity Act of 1974. This act provides for a comprehensive review of sex discrimination in education. It allocates funds for research, development, and educational activities to advance educational equity, to establish guidance and counseling activities, to develop nondiscriminatory tests, to increase opportunities for adult women and continuing education for underemployed and unemployed women. This act also established the advisory council on women's educational programs.

Title IX of the Educational Amendments of 1972. Title IX is the first comprehensive Federal Law to prohibit sex discrimination in the admission and treatment of students by educational programs and activities receiving Federal financial assistance. Title IX also prohibits sex discrimination in employment policies and practices of educational programs and activities.

The Equal Opportunity Act. This act makes it unlawful for any creditor to discriminate against any applicant with respect to any aspect of a credit transaction on the basis of sex, marital status, or age.

It is obvious that federal legislation has attempted to open up educational programs to both males and females. But in vocational education traditional enrollment patterns still exist. The problem seems basically two-fold. First, there remains a segment of school and vocational administrators, counselors and teachers who are not yet ready to accept the concept of equal access of both sexes into vocational education programs. On the other hand, another segment of the administration, counselors, and teachers accept the concept but are ill-prepared to implement the policies which will reduce sex stereotyping in vocational education programs.

Significance of the Study

A review of the male-female enrollments in vocational education programs in the State of Florida provides ample evidence that sex stereotyping still exists in these programs. Vocational Agriculture and Trade and Industry programs are still heavily oriented toward male enrollments, while Home Economics and Business Education programs are are still female oriented. However, within Florida there are schools and individual programs of vocational education where significant progress has been made in eliminating sex stereotyping. These programs give promise to the reduction and even removal of sex stereotyping in all vocational education programs within the State of Florida.

It can be assumed that the vast majority of schools have adopted policies designed to eliminate all types of discrimination from their educational programs, including sex discrimination in vocational education programs. Adoption of policy statements, however, is not enough to eliminate years of traditional enrollment patterns in vocational education . Policies need to be articulated and understood and positive action in the form of planned activities (procedures, strategies and methodologies) must be implemented if sex stereotyping in vocational education programs is to be reduced or eliminated.

Some vocational education programs in some schools have made significant progress in eliminating sex stereotyping. Other vocational programs in the same or other schools have made little or no progress toward this goal. Assuming that all schools have policies designed to eliminate sex stereotyping, there must be differences in the means whereby these policies have been articulated and implemented.

The need is to identify those activities which differ from schools and vocational programs successful in reducing sex stereotyping from those activities at schools and vocational programs which have been less successful in the reduction of sex stereotyping.

If activities can be identified which are successful in the implementation of policies to reduce sex stereotyping, knowledge of these

activities should be helpful to schools and programs of vocational education where additional efforts need to be implemented to reduce sex stereotyping.

Purpose of the Study

The purpose of this study was to determine which activities conducted in Florida secondary schools may have contributed to the reduction of sex stereotyping in selected vocational programs.

In order to achieve the purpose, the following objectives were addressed:

1. To determine the frequency with which the identified schools engaged in specific activities related to the reduction of sex stereotyping in vocational education programs.

2. To determine whether or not there was a significant difference in frequency of activities between schools identified as most successful and least successful in reducing sex stereotyping in vocational education programs.

This study was conducted at the University of Florida using two groups selected from a total population of Florida secondary schools offering vocational education programs.

Limitations and Delimitations

This study was subject to the following limitations and delimitations:

1. Because of the limited existence of previous research in the area, the scope of the study was necessarily general in nature.

2. The research design required the cooperation of persons as respondents over whom the researcher had no direct control.

3. Since the data collection process involved personal interviews, the data may have been subject to personal biases of either the interviewers or interviewees.

4. Because of the time frame involved in selecting programs based on enrollments during previous academic years and then interviewing in a succeeding year, changes in enrollment patterns, or contributing factors to those patterns, may have occurred that were not obvious to the researcher at the time of selection.

5. In selecting the sample, consideration was limited to enrollments in high school vocational education programs for the academic years 1977-79, grades 10-12. Enrollments in vocational center schools and junior college programs were not considered.

6. No attempt was made to match any schools according to any demographic factors.

7. The vocational program areas examined in this study included: Home Economics, Agriculture, Business, Trade and Industry, and Health Occupations. Other vocational programs were not considered.

METHODOLOGY

Research Design

In terms of research design, this study employed an ex post facto approach. According to Kerlinger (1973):

> Ex post facto research is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables. (p. 379)

In ex post facto research, it is not possible to assign subjects to groups at random or to assign treatments to groups at random. Subjects "select themselves" into the groups on the bases of certain characteristics. Due to lack of control in ex post facto research, improper interpretations may occur; but even with this inherent weakness, ex post facto research is considered important in studies in the behavioral sciences and education. As explained by Kerlinger (1973), ". . . the most important social scientific and educational research problems do not lend themselves to experimentation, although many of them do lend themselves to controlled inquiry of the ex post facto kind" (p. 392).

The method of data collection relevant to this study was the interview. "The interview is a face-to-face interpersonal role situation in which one person, the interviewer, asks a person being interviewed, the respondent, questions designed to obtain answers pertinent to the research problem" (Kerlinger, 1973, p. 481). The major shortcoming of this method is practicality: interviews take a lot of time. But it has important qualities that objective tests and scales and behavioral observations do not possess, e.g., an interview can obtain a great deal of information, is flexible and adaptable to individual situations, and most importantly, permits probing into the context and reasons for answers to questions.

Population

The major phenomenon investigated was sex stereotyping in secondary vocational education programs in Florida. The population for this study included all secondary schools in Florida offering vocational education programs during the academic years 1977-79, grades 10-12.

At the time of this study there were 650 secondary public schools in Florida offering vocational education programs in 13 different enrollment reporting areas. For purposes of this study, the vocational program areas examined included Agriculture, Home Economics, Business, Trade and Industry, and Health Occupations. In Home Economics, no distinction was made between courses in consumer/homemaking and wage earning.

The design of the study included comparing the extent to which two groups of schools were engaged in specified activities related to the reduction of sex stereotyping. Each of the two groups included 21 schools, for a total of 42 schools in the study.

In order to select the two groups, an analysis was made of male and female enrollment figures, by school, in the five program areas identified above. The 21 schools who appeared to have been the most successful in achieving nontraditional enrollments were labled Group A, and the 21 schools in the state reflecting the lowest nontraditional enrollment patterns became Group B. (Figure 1 shows the geographic locations by county of the schools in the two sample groups.)

The original design of the study called for the identification of 40 programs with 10 each from agriculture, home economics, business, and trade and industry. After analyzing the enrollment data, the project staff (with the consent of the project advisory committee) decided to identify schools with two or more programs which appeared to be successful or nonsuccessful in reducing sex stereotyping. This was done in order to identify trends that might have been occurring in schools rather than isolated examples. Health occupations also was added as a program area for consideration, for it was felt that in the past this had been a stereotyped area. As a result of these changes, the programs examined increased from the originally proposed 40, to 47 in Group A and 59 in Group B. (Table 1 shows the number of program areas identified in the two groups.)

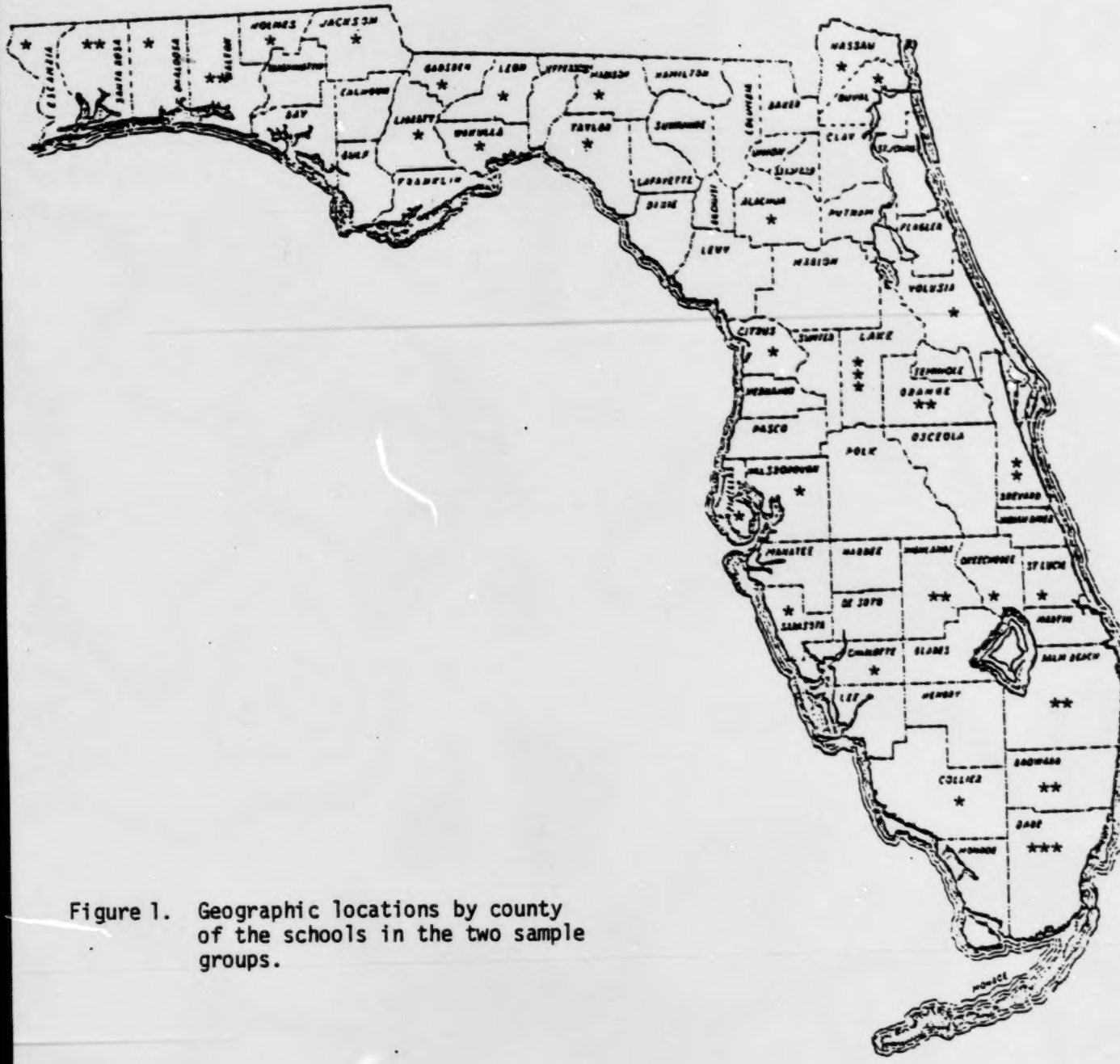

Figure 1. Geographic locations by county of the schools in the two sample groups.

Table 1. Number of Program Areas in Sample

PROGRAM AREA	NO. OF PROGRAMS	
	Group A	Group B
Agribusiness	10	15
Business	14	10
Home Economics	10	20
Trade and Industry	9	13
Health Occupations	4	1
Total	47	59

Instrumentation

Two non-standardized instruments were used in this study: (1) an interview questionnaire, and (2) an assessment form.

The interview questionnaire consisted of a series of open-ended questions, developed from a review of literature relative to sex stereotyping. The primary source for the questions was the "Local Management Plan for Vocational Equity", prepared by Ellis Associates, Inc. (1979), and distributed by the Office of Vocational Education Equity, Tallahassee, Florida. This equity model reflects the full range of objectives to be reached in order to insure equity in any Florida vocational education program. As explained in the document:

> The objectives accommodate legistated equity requirements specified in Title II of P.L. 94-482, including concerns enumerated in the office of Civil Rights Guidelines for Vocational Education Programs. (p. 6)

The model is intended to be useful for both local and state staffs in their efforts to develop a coordinated and comprehensive approach to equity.

In utilizing the model in the questionnaire development, various cells in the model were stated in question form in order to ascertain the perceptions of the interviewees as to whether or not their school was engaged in such activities and how this contributed to the presence

or absence of sex stereotyping. Four sets of questions were developed, one for each group of interviewees: (1) principals, (2) counselors, (3) teachers, and (4) students. Some questions appeared in all four sets; others were designed to be asked of just one or two groups.

The questionnaires were reviewed by the project advisory council and were pretested with graduate students in the Department of Agricultural and Extension Education at the University of Florida. The interview instrument was revised several times to improve the content and clarity of the questions and to increase its efficiency in eliciting responses from interviewees.

Copies of the research instrument were prepared in quantities so that the interviewee could have a copy to follow while the researcher conducted the interview and recorded the responses to each question. A copy of the interview instrument appears in Appendix A.

The assessment form was developed at the conclusion of the interviews with respondents in Group A. Since schools in this group had been identified as successfully reducing sex stereotyping in some of their vocation education programs, the intent was to determine what activities had been conducted that might account for their success. Based on responses given during the interview sessions with Group A, the most frequently occurring activities were identified as factors which may affect the reduction of sex stereotyping. These factors were then organized into an assessment form consisting of thirty-eight items, to be used in determining the frequency of the identified activities in each school in Groups A and B.

Initially it was thought that for some of the items 5 levels of discrimination could be obtained. After discussion with the project statistician it was concluded that a simple "yes" or "no" response to indicate presence or absence of the factor in each school would be more appropriate for this study. The reason for this conclusion was that it was not deemed feasible in a preliminary study such as this one to attempt to determine the <u>degree</u> to which factors may or may not have occurred, for at this point in time, there was no way of determining if the factors identified were even causal factors. In addition, the interviews were conducted by four different people, so value judgements might have differed.

A copy of the assessment form appears in Appendix B.

Collection and Analysis of Data

To insure the assistance of each school, a preliminary letter explaining the purpose of the study, the type of participation desired, and a request for cooperation was mailed to each county school superintendent in the counties identified in the two groups. Copies of the preliminary letter were also sent to the county vocational education directors and the school principals of the schools involved in the study (see Appendix C).

A few days following receipt of the letter by the school principals, the interviewers called each school to determine if they would participate in the study and to arrange for a date and time to visit the school and conduct the interviews. All schools contacted agreed to participate. Schools were interviewed in the spring and fall of 1980.

Person-to-person interviews were conducted seperately with principals, counselors, teachers, and students in each of the schools. The original design of the study called for personal interviews with Group A and the utilization of mailed questionnaires to schools in Group B. It was the opinion of the project staff and project advisory committee that data should be gathered from both groups in the same manner. Thus, personal interviews were conducted in all 42 schools. The length of time spent in a school ranged from two to five hours.

During the interview with school personnel in both groups, the interviewer wrote responses given to the questions which were on the interview instrument. At the conclusion of each meeting, questions and answers were reviewed to assure clarity of meaning in responses as well as legibility of writing. After the visit to a school, narrative sections were written which included demographic information on the school and activities relative to nontraditional enrollments, as identified through the interview session. Based on this information an assessment form was completed by the interviewer for each school in Group A and each in Group B. The purpose of the assessment form was to determine the frequency with which the identified schools engaged in specific activities related to the reduction of sex stereotyping in vocational education programs.

The data from the assessment forms were pre-coded for computer tabulation, punched into computer cards, and analyzed at the computer center at the University of Florida.

Percentage was selected as the first index for summarizing the data. According to Kerlinger (1973), the main purpose of percentages is to reduce different sets of numbers to comparable sets of numbers with a common base, in order to facilitate statistical manipulation and interpretation.

The second treatment of the data involved a univariate analysis: Chi square on two-way tables was calculated for each item in order to identfy those factors on which the two groups differed.

RESULTS AND FINDINGS

This section contains a presentation of the data resulting from the major questions addressed by the study. The data gathering process used was the personal interview. The study was conducted at the University of Florida using two groups of Florida secondary schools offering vocational education programs in selected program areas. The study was concerned with determining which activities may have contributed to the reduction of sex stereotyping in vocational programs.

The first objective addressed by the study was: To determine the frequency with which the identified schools engaged in specific activities related to the reduction of sex stereotyping in vocational education programs.

In order to meet this objective an analysis was made of the frequency of the activities engaged in by schools identified as most successful (Group A) and least successful (Group B) in reducing sex stereotyping. Percentage was selected as the index for summarizing the data. Table 2 shows the percentage of schools in Groups A and B engaged in each activity.

As presented in the table, the following six activities were the ones which received the highest percentage of yes responses from the schools who had been identified as most successful in reducing sex stereotyping:

1. Textbooks, teaching materials revised to eliminate sex bias
2. Student handbook revised to eliminate sex bias
3. Facilities adapted to both sexes
4. Vocational student organizations considered important part of curriculum
5. Elective courses actively recruited for (e.g. slides, posters, pamphlets, etc.)
6. Unbiased teaching emphasized dual roles of males/females

Table 2. Percentage of Schools in Groups A and B Engaged in Each Activity

ACTIVITY	% YES	
	GROUP A	GROUP B
Textbooks, teaching materials revised to eliminate sex bias	95.2	71.4
Student handbook revised to eliminate sex bias	95.2	76.2
Facilities adapted to both sexes	95.2	76.2
Vocational student organization considered important part of curriculum	95.2	66.7
Elective courses actively recruited for (e.g. slides, posters, pamphlets, etc.)	95.2	14.3
Unbiased teaching emphasized dual roles of males/females	95.2	42.9
Programs re-designed, course titles changed to eliminate sex bias	90.5	14.3
Efforts made to give equal consideration to both sexes in hiring teachers in vocational education programs	90.5	33.3
Variety of vocational elective courses offered	90.5	28.6
Communication with parents made through newsletters, conferences, etc.	85.7	38.1
Support and counseling provided students in non-traditional programs	85.7	61.9
Non-traditional students used in recruitment efforts	85.7	33.3
Vocational education "wheels" offered at some point	85.7	76.2
Administration had working knowledge of Title IX and its ramifications	85.7	38.1
Materials and program review committees focused on equity	85.7	14.3
Counselors attended in-service on equity programming	81.0	33.1

ACTIVITY	% YES	
	GROUP A	GROUP B
Principal attended in-service on equity programming	76.2	38.1
Vocational education teachers visible in extra-curricular activities	76.2	76.2
Principal actively sought to develop awareness in staff of equity programming (e.g. written communications, individual conferences, faculty meetings, etc.)	76.2	9.5
Awareness activities (e.g. assemblies, tours, etc.) conducted in feeder schools	66.7	47.6
Job interest inventories or aptitude tests used for generating awareness of opportunities	62.0	33.3
Pre-registration counseling individualized	62.0	62.0
Guidance department refused job listings that were sex biased	62.0	4.8
Worked with advisory groups in promoting equity programming	62.0	4.8
Orientation night held for parents	57.1	71.4
Potential employers counseled about biases	57.1	9.5
Career center displays promoted sex equity	57.1	9.5
"Ice-breaker" students selected for non-traditional programs	57.1	14.3
Teachers attended in-service on equity programming	52.4	23.8
Vocational program was non-sequenced	52.4	57.1
Field trips made to businesses	52.4	47.6
Technical assistance received from State Department, directly or through Superintendent's office	47.6	19.0

ACTIVITY	% YES	
	GROUP A	GROUP B
Career day included equity representation	38.1	19.1
School was member of Chamber of Commerce	28.6	00.0
Title IX grants received	23.8	14.3
Opposite-sex student assistants employed in traditional programs	23.8	4.8
Dean of Boys/Girls intergrated into Dean of Students	19.1	47.6
Title IX Coordinator located in school	14.3	19.1

The activity which occurred in the fewest schools in Group A was: Title IX Coordinator located in school.

For schools identified as least successful in reducing sex stereotyping, the most frequently occurring activities included:

1. Student handbook revised to eliminate sex bias
2. Facilities adapted to both sexes
3. Vocational education "wheels" offered at some point
4. Vocational education teachers visible in extra curricular activities
5. Textbooks, teaching materials revised to eliminate sex bias
6. Orientation ight held for parents

The activity occurring least frequently in Group B schools was: School was member of Chamber of Commerce.

The second major objective addressed by this study was: To determine whether or not there was a significant difference in frequency of activities between schools identified as most successful and least successful in reducing sex stereotyping in vocational education programs.

In addressing this objective, the intent was to determine on which activities the two groups of schools differed. In order to do this, each of the previously identified activities was first considered seperately and the proportions of schools in each group engaged in the activity were determined. Then, comparison was performed by doing a chi square analysis.

The significant level of the chi square test was chosen to be p= .005, to account for the fact that 38 tests were being performed on the data from one study. This results in an overall five percent chance of being in error in determining significant correlations. The chi square analysis presented here does not take into account the correlations between the activities if one activity is significantly correlated with another. When this occurs, it is very likely that either both will be significant or both will be not significant in the chi square analysis.

The activities may be divided into activities on which the two groups differed, given in Table 3, and activities on which no significant differences between groups were concluded, presented in Table 4.

Table 3. Activities in which Groups A and B Differed Significantly ($p > .005$)

ACTIVITY	% YES		CHI SQUARE	p-VALUE
	GROUP A	GROUP B		
Elective courses actively recruited for (e.g. slides, posters, pamphlets, etc.)	95.2	14.3	27.77	.001
Unbiased teaching emphasized dual roles of males/females	95.2	42.9	13.48	.001
Programs re-designed, course titles changed to eliminate sex bias	90.5	14.3	24.43	.001
Efforts made to give equal consideration to both sexes in hiring teachers in vocational education programs	90.5	33.3	14.54	.001
Variety of vocational elective courses offered	90.5	28.6	16.70	.001
Communication with parents made through newsletters, conferences, etc.	85.7	38.1	10.10	.001
Non-traditional students used in recruitment efforts	85.7	33.3	11.958	.001
Administration had working knowledge of Title IX and its ramifications	85.7	38.1	21.43	.001
Materials and program review committees focused on equity	85.7	14.3	21.43	.001
Principal actively sought to develop awareness in staff of equity programming (e.g. written communications, individual conferences, faculty meetings, etc.)	76.2	9.5	19.06	.001

ACTIVITY	% YES		CHI SQUARE	p-VALUE
	GROUP A	GROUP B		
Guidance department refused job listings that were sex biased	61.9	4.8	15.43	.001
Worked with advisory groups in promoting equity programming	61.9	4.8	15.43	.002
Potential employers counseled about biases	57.1	9.5	10.71	.001
Career center displays promoted sex equity	57.1	9.5	10.71	.001
"Ice-breaker" students selected for non-traditional programs	57.1	14.3	8.40	.004

Table 4. Activities in which Groups A and B Did not Differ Significantly ($p > .005$)

ACTIVITY	% YES		CHI SQUARE	p-VALUE
	GROUP A	GROUP B		
Textbooks, teaching materials revised to eliminate sex bias	95.2	71.4	4.29	.04
Student handbook revised to eliminate sex bias	95.2	76.2	3.11	.08
Facilities adapted to both sexes	95.2	76.2	3.11	.08
Vocational student organizations considered important part of curriculum	95.2	66.7	5.56	.02
Support and counseling provided students in non-traditional programs	85.7	61.9	3.08	.08
Vocational education "wheels" offered at some point	85.7	76.2	.62	.43
Counselors attended in-service on equity programming	81.0	38.1	8.01	.05
Principal attended in-service on equity programming	76.2	38.1	2.59	.11
Vocational education teachers visible in extra-curricular activities	76.2	76.2	0.0	1.00
Awareness activities (e.g. assemblies, pamphlets, tours, etc.) conducted in feeder schools	66.7	47.6	1.56	.21

ACTIVITY	% YES			
	GROUP A	GROUP B	CHI SQUARE	p-Value
Job interest inventories or aptitude tests used for generating awareness of opportunities	61.9	33.3	3.44	.06
Pre-registration counseling individualized	61.9	61.9	0.0	1.00
Teacher attended in-service on equity programming	52.4	23.8	3.64	.06
Vocational programming was sequenced	52.4	57.1	.10	.76
Field trips made to businesses	52.4	47.6	.10	.76
Orientation night held for parents	57.1	71.4	.93	.33
Technical assistance received from State Department directly or through superintendent's office	47.6	19.1	1.87	.17
Career day included equity representation	38.1	19.1	1.87	.17
School was member of Chamber of Commerce	28.6	0.0	7.00	.01
Title IX grants received	23.8	14.3	.62	.43
Opposite-sex student assistants employed in traditional programs	23.8	4.8	3.11	.08
Dean of Boys/Girls integrated into Dean of Students	19.1	47.6	3.86	.05
Title IX Coordinator located in school	14.3	19.1	.17	.68

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In a study of this type it is difficult to isolate the specific activities which affect reduction of sex stereotyping. Only by examining particular schools before and after implementing a specific activity can we truly judge that activity's impact. In order to use the present data, we need to make certain assumptions about the nature of the schools.

First, we need to assume that those schools in Group A would have the same level of sex stereotyping as those schools in Group B if they engaged in the specified activities at the same level as schools in Group B. That is, prior to implementation of certain key activities which we are trying to determine, Group A schools were similar to Group B schools. This may or may not be a valid assumption to make. By the simple fact that Group A schools have engaged in the activities, we know that the two groups are different.

Secondly, we assume that if a significantly larger proportion of schools in one group engaged in an activity then schools in the other group, that activity is related to the level of sex stereotyping of the group. This follows from the first assumption, since if schools were assumed similar prior to initiation of certain key activities affecting sex stereotyping, then the two groups will differ in the level of those key activities in the present set of data.

These two assumptions then suggest that the key activities are those indicated in Table 3. In particular, the first 10 items appear to be very important since at least 75% of schools in Group A engaged in these activities whereas in Group B schools, only 42% at the most engaged in these activities. These ten activities included:

1. Elective courses actively recruited for (e.g. slides, posters, pamphlets, etc.)

2. Unbiased teaching emphasized dual roles of males/females

3. Programs re-designed, course titles changed to eliminate sex bias

4. Efforts made to give equal consideration to both sexes in hiring teachers in vocational education programs

5. Varitey of vocational elective courses offered

6. Communication with parents made through newsletters, conferences, etc.

7. Non-traditional students used in recruitment efforts

8. Administration had working knowledge of Title IX and its ramifications

9. Materials and program review committees focused on equity

10. Principal actively sought to develop awareness in staff of equity programming (e.g. written communications, individual conferences, faculty meetings, etc.)

In Group A, 50% of schools engaged in all of the first 10 activities with an additional 30% engaged in all but one of these ten. For Group B, 50% of schools engaged in two or fewer of these activities with only one school engaged in more than four of these activities.

Because this is a statistical analysis, we cannot claim actual cause and effect, i.e., we cannot say for certain that if a school engages in the 10 key activities, then that school will be successful in reducing sex stereotyping. What can be said is that there is a high correlation or relationship between these activities and the level of sex stereotyping in the programs examined in this study.

Recommendations

In developing the recommendations for this study, the researchers were cognizant of the following points: (1) Though recommendations are based on facts, they are themselves judgements rather than facts. A recommendation may be erroneous even though the facts supporting it are true, if all the facts have not been considered in forming the judgement. (2) Recommendations should not be verbatim repetitions of the conclusions, but rather, should stress actions as a result of these. With these two points in mind, the following recommendations were made:

1. Develop training materials and coordinate workshops for school and community based role groups (e.g. teachers, counselors, administrators, students, advisory councils, labor unions, employers) to address recruitment and retention of non-traditional students forvocational education programs.

2. Develop community support systems for placement of non-traditional students in occupations for which they trained.

3. Conduct further research to identify other factors in the school and community which may influence equity practices.

4. Replicate this study using a randomly selected sample of schools offering vocational education programs in order to further validate the findings of this research.

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GLOSSARY

least successful:	the twenty-one schools which, based on enrollment figures, appeared to have made the least progress in reducing sex stereotyping in two or more programs.
most successful:	the twenty-one schools which, based on enrollment figures, appeared to have made the most progress in reducing sex stereotyping in two or more programs.
non-traditional:	a traditionally single-sexed instructional program, area of employment, or societal role, when entered into by a person of the opposite sex.
sex bias:	behavior resulting from the assumption that one sex is superior to another.
sex discrimination:	any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.
sex stereotyping:	attributing behaviors, abilities, interest, values, and roles to a person or a group of persons on the basis of their sex.
traditional:	an instructional program, areas of employment, or societal role, considered common for just one sex.

APPENDIX A

INTERVIEW INSTRUMENT

Principals

1. In your opinion, what factors (specific actions) account for the fact that you have made progress in eliminating sex stereotyping in some of your vocational education programs?

2. Why do you think the other vocational education programs in your school have not been equally successful?

3. In your opinion, what are the major barriers to reduction of sex bias/stereotyping in your school and community?

4. What kinds of inservice training have you participated in relative to planning and monitoring the sex fairness of the programs for which you are responsible?

5. What sessions have you conducted with your staff for the purpose of generating awareness of equity provisions enumerated by law?

6. Please explain the nature of any technical assistance received from the state department or other agencies in interpreting or executing policy relative to sex equity, in vocational education.

7. How have you worked with parents, advisory councils, or other community groups to solicit their support for equity programming?

8. What administrative procedures or practices have you adopted (or plan to adopt) to insure equitable planning, operation, and evaluation of your vocational education programs, services, and activities?

9. What system do you have for assessing the status of sex equity in your vocational education programs?

10. What efforts have been made in physical facilities or equipment for the purpose of encouraging equity programming?

11. Please explain any specific student recruitment efforts you have undertaken to eliminate sex bias in your vocational education programs.

12. What efforts have you made to recruit female teachers for traditionally male positions (and vice versa) in vocational education?

Counselors

1. In your opinion, what factors (specific actions) account for the fact that your school has made progress in eliminating sex stereotyping in some of your vocational education programs?

2. Why do you think other vocational education programs in your school have been less successful in increasing non-traditional enrollments?

3. In your opinion, what are the major barriers to reduction of sex bias/stereotyping in your school and community?

4. What plans do you have for addressing these barriers and further reducing sex stereotyping in your vocational education programs?

5. How familiar are you with the specific equity provisions in vocational education enumerated by law?

6. What opportunities have you had to participate in workshops, training, or information sessions relative to sex stereotyping in vocational education? Please elaborate.

7. What specific recruitment efforts have you undertaken or been involved in to eliminate sex bias in your vocational education programs?

8. What opportunities do you have to work with feeder school personnel and students in helping meet the equity goals of the receiving school?

9. How do you insure that your career planning/explorative programs will provide information on the full range of options to all students?

10. What techniques or activities have you used with the fundamental level vocational courses at your school to help meet the equity goals of the specialized vocational programs?

11. Please explain any specific actions that have been taken in the counseling programs and services at your school to stimulate the more thorough consideration by all students of all the vocational options within your curriculum.

12. How do you use current job opportunity information as a factor in recruiting students?

13. How do you promote sex equity in job placement counseling?

Teachers

1. In your opinion, what factors (specific actions) account for the fact that your vocational program/course has made progress in eliminating sex stereotyping?

2. Why do you think other vocational education programs/courses in your school have been less successful in this area?

3. In your opinion, what are the major barriers to reduction of sex bias/stereotyping in your school and community?

4. What opportunities have you had to participate in workshops, training, or information sessions relative to sex stereotyping in vocational education? Please elaborate.

5. How do you insure that information and encouragement relative to the full range of vocational options is made equally available to both sexes?

6. What specific recruitment efforts have you undertaken to overcome traditional enrollment patterns in your vocational education program?

7. What steps have been taken to insure that program facilities and instructional materials pose no barriers to program participation by the non-traditional sex?

8. During contact with potential employers, what efforts do you make to overcome sex bias in job placements?

9. Please explain the nature of any specific steps you have taken to encourage a supportive home and community environment for equal opportunity.

Students

1. Why did you enroll in this class?

2. How would you feel about enrolling in other vocational education courses that are usually thought of as being just for the opposite sex?

3. Do you think students in your school would feel comfortable enrolling in any of the vocational education courses offered? Please explain.

4. What kinds of support or encouragement are provided to female students who enter male dominated classes, and vice versa?

5. What kinds of barriers are there to males who enter female dominated classes, and vice versa?

6. What kind of job do you think the school does of making information and opportunities relative to courses and careers in vocational education equally available to both sexes?

7. In your opinion, what could the school do to make it easier for both males and females to enter and participate in all the vocational education programs?

8. What efforts have been made by your school in job placement to promote equal opportunities for both females and males?

APPENDIX B

ASSESSMENT FORM

SEX STEREOTYPING IN VOCATIONAL EDUCATION PROGRAMS

Col. Code

Card No. _____
Schedule No. _____
Group No. _____

DIRECTIONS:

Study each item and check (Yes) or (No) to the right of each statement to indicate whether the activity was or was not observed in your school.

	YES	NO	Col.	Code
1. Dean of Boys/Girls integrated into Dean of Students.	( )	( )	( )	( )
2. Title IX grants received	( )	( )	( )	( )
3. Title IX Coordinator located in school	( )	( )	( )	( )
4. Technical assistance received from State Department, directly or through Superintendent's office	( )	( )	( )	( )
5. Orientation night held for parents	( )	( )	( )	( )
6. Communication with parents made through newsletters, conferences, etc.	( )	( )	( )	( )
7. School was member of Chamber of Commerce	( )	( )	( )	( )
8. Principal attended in-service on equity programming	( )	( )	( )	( )
9. Counselors attended in-service on equity programming	( )	( )	( )	( )

		YES	NO	Col.	Code
10.	Teachers attended in-service on equity programming	( )	( )	( )	( )
11.	Textbooks, teaching materials revised to eliminate sex bias	( )	( )	( )	( )
12.	Student handbook revised to eliminate sex bias	( )	( )	( )	( )
13.	Programs re-designed, course titles changed to eliminate sex bias	( )	( )	( )	( )
14.	Vocational program was non-sequenced	( )	( )	( )	( )
15.	Job interest inventories or aptitude tests used for generating awareness of opportunities.	( )	( )	( )	( )
16.	Awareness activities (e.g. assemblies, pamphlets, tours, etc.) conducted in feeder schools	( )	( )	( )	( )
17.	Pre-registration counseling individualized	( )	( )	( )	( )
18.	Guidance department refused job listings that were sex biased	( )	( )	( )	( )
19.	Potential employers counseled about biases	( )	( )	( )	( )
20.	Career center displays promoted sex equity	( )	( )	( )	( )
21.	Support and counseling provided students in non-traditional programs	( )	( )	( )	( )
22.	Field trips made to businesses	( )	( )	( )	( )

	YES	NO	Col.	Code
23. Career day included equity representation	( )	( )	( )	( )
24. Non-traditional students used in recruitment efforts	( )	( )	( )	( )
25. Opposite-sex student assistants employed in traditional programs	( )	( )	( )	( )
26. Vocational education teachers visible in extra-curricular activities	( )	( )	( )	( )
27. Vocational education "wheels" offered at some point	( )	( )	( )	( )
28. Facilities adapted to both sexes	( )	( )	( )	( )
29. Vocational student organization considered important part of curriculum	( )	( )	( )	( )
30. "Ice-breaker" students selected for non-traditional programs	( )	( )	( )	( )
31. Principal actively sought to develop awareness in staff of equity programming (e.g. written communications, individual conferences, faculty meetings, etc.)	( )	( )	( )	( )
32. Administration had working knowledge of Title IX and its ramifications	( )	( )	( )	( )
33. Efforts made to give equal consideration to both sexes in hiring teachers in vocational education programs	( )	( )	( )	( )
34. Materials and program review committees focused on equity	( )	( )	( )	( )
35. Worked with advisory groups in promoting equity programming	( )	( )	( )	( )

		YES	NO	Col.	Code
36.	Actively recruited for elective courses (e.g. slides, posters, pamphlets, etc.)	( )	( )	( )	( )
37.	Unbiased teaching emphasized dual roles of males/females	( )	( )	( )	( )
38.	Variety of vocational elective courses offered	( )	( )	( )	( )

APPENDIX C

PRELIMINARY LETTERS

UNIVERSITY OF FLORIDA

INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE, FLORIDA 32611

DEPARTMENT OF AGRICULTURAL
AND EXTENSION EDUCATION

305 ROLFS HALL

PHONE: 904/392-0502

April 15, 1980

(GROUP A)

The Department of Agricultural and Extension Education at the University of Florida has received a grant from the State Department of Education relative to the reduction of sex stereotyping in vocational education programs. The purpose of this project will be to identify differences between secondary schools with vocational programs successful in reducing sex stereotyping and those secondary schools with vocational programs which have been less successful in the reduction of sex stereotyping. The procedures for this project will include:

(1) an identification of programs and schools which have significantly reduced sex stereotyping;

(2) selection of the sample from this group, stratified by vocational program areas;

(3) interview of school personnel in sample to elicit those activities which have resulted in reduction of sex role stereotyping;

(4) questionnaire development, based on interviews, and mailing to random sample of school personnel in schools where sex stereotyping still exists, and

(5) final identification of those activities and conditions which can be correlated to the reduction of sex stereotyping in vocational education programs.

Through a state-wide analysis, certain vocational programs and schools within your district have been selected for having made significant progress in reduction of sex stereotyping (steps 1 and 2 above). These programs and schools are identified on the attached list. We would like to interview personnel in these schools in order to elicit those activities which have resulted in the reduction of sex stereotyping (step 3 above).

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS COOPERATIVE EXTENSION SERVICE

SCHOOL OF FOREST RESOURCES AND CONSERVATION CENTER FOR TROPICAL AGRICULTURE

The Institute of Food and Agricultural Sciences is an Equal Employment Opportunity - Affirmative Action Employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, or national origin.

We plan to contact the principals in the individual schools and schedule a time that we could visit during the last of April or first three weeks in May. We solicit your support in this endeavor.

The staff of the Agricultural and Extension Education Department, University of Florida, has leadership responsibilities for the overall project. Dr. William J. Becker is director for the project, Dr. Jacquelyn M. Cole, project coordinator, and Ms. Barbie Baker, project assistant. Ms. Donna Miller will be assisting with interviewing. Please feel free to call either of these people at (904) 392-0502, if you have further questions. In addition, we have attached a list of advisory committee members who are serving as consultants to the project. They, too, would be glad to help in any way possible.

We commend you for the progress you are making in reducing sex stereotyping in your vocational education programs. Through your leadership and example, vocational education programs throughout the state will have opportunities for new growth.

Sincerely,

William J. Becker
Project Director

Jacquelyn M. Cole
Project Coordinator

Attachments

cc: School Principals
Vocational Directors

(WJB/ts)

UNIVERSITY OF FLORIDA

INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES

GAINESVILLE, FLORIDA 32611

DEPARTMENT OF AGRICULTURAL AND EXTENSION EDUCATION

305 ROLFS HALL

PHONE: 904/392-0502

August 12, 1980

(GROUP B)

The Department of Agricultural and Extension Education at the University of Florida has received a grant from the State Division of Vocational Education relative to sex stereotyping in vocational education programs. The main purpose of this project is to identify those activities and conditions which can be correlated to the reduction of sex stereotyping in vocational education programs.

Certain vocational programs and schools within your district have been selected for interview sites. (See attached list). We would like to visit these schools and talk with some of the personnel regarding their programs. Our plan is to contact the principals in the individual schools and schedule a time convenient for them. We solicit your support in this endeavor.

The staff of the Agricultural and Extension Education Department, University of Florida, has leadership responsibilities for the overall project. Dr. William J. Becker is director for the project, Dr. Jacquelyn M. Cole, project coordinator, and Ms. Barbie Baker, project assistant. Ms. Donna Miller will be assisting with interviewing. Please feel free to call either of these people at (904) 392-0502, if you have further questions. In addition, we have attached a list of advisory committee members who are serving as consultants to the project. They, too, would be glad to help in any way possible.

Thank you for your cooperation.

Sincerely,

William J. Becker
Project Director

Jacquelyn M. Cole
Project Coordinator

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JMC/dr

COLLEGE OF AGRICULTURE AGRICULTURAL EXPERIMENT STATIONS COOPERATIVE EXTENSION SERVICE

SCHOOL OF FOREST RESOURCES AND CONSERVATION CENTER FOR TROPICAL AGRICULTURE

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